



Idaho Federal Programs Directors' Meeting

September 15, 2008

Program Monitoring Breakout Session

Karen Seay
kjseay@sde.idaho.gov
208.332.6978

Camille Wells
cwells@sde.idaho.gov
208.332.6928

Program Review Schedule 2008-09

	DISTRICT	TENTATIVE DATE
292	SOUTH LEMHI	Oct 20-21
382	ROCKLAND	Oct 22
381	AMERICAN FALLS	Oct 23-24
451	VICTORY CHARTER	Oct 23
458	LIBERTY CHARTER	Oct 24
461	TAYLOR'S CROSSING	Oct 27
459	GARDEN CITY COMMUNITY CHARTER	Nov 3
421	McCALL-DONNELLY	Nov 4-5
181	CHALLIS	Nov 6
93	BONNEVILLE	Nov 12-14
272	LAKELAND	Nov 18-20
132	CALDWELL	Dec 8-9
44	PLUMMER/WORLEY	Dec 8-9
233	HAGERMAN	Jan 12
273	POST FALLS	Jan 20-22
131	NAMPA	Jan 20-23
193	MOUNTAIN HOME	Feb 2-4
596	IDAHO SCHOOL FOR THE DEAF AND BLIND	Feb 10
215	FREMONT COUNTY	Feb 9-11
322	SUGAR-SALEM	Feb 12-13
55	BLACKFOOT	Feb 17-20
84	LAKE PEND OREILLE	Feb 23-25
3	KUNA	Feb 26-27
370	HOMEDALE	Mar 2-3
371	PAYETTE	Mar 16-17
392	MULLAN	Mar 23-24
463	VISION CHARTER	Apr 1
401	TETON COUNTY	Apr 1-3
462	XAVIER CHARTER	May 4
997	JCC	May 4
151	CASSIA	May 11-13
91	IDAHO FALLS	May 18-22
25	POCATELLO	desk
61	BLAINE COUNTY	desk
72	BASIN	desk
134	MIDDLETON	desk
135	NOTUS	desk
139	VALLIVUE	desk
150	SODA SPRINGS	desk
192	GLENNS FERRY	desk
201	PRESTON	desk
232	WENDELL	desk
331	MINIDOKA	desk
412	BUHL	desk
417	CASTLEFORD	desk

Federal Programs Monitoring Reviewers

SDE staff:

Marcia Beckman	mmbeckman@sde.idaho.gov	208.332.6953
Karen Seay	kjseay@sde.idaho.gov	208.332.6978
Fernanda Brendefur	fbrendefur@sde.idaho.gov	208.332.6905
Mary Lou Lopez	mllopex@sde.idaho.gov	208.332.6958

Independent contractors:

Judy Adamson
Laurie Beebe
Mollie Feldhausen
Tony Feldhausen
Janis Hull
Mont Hibbard
Earnie Lewis
Margaret Mulhern
Colleen Thompson
Deb Pfost



Process for NCLB Federal Programs Monitoring - Abbreviated

**Idaho State Department of Education
SASA/NCLB
Revised August 2008**

I. Monitoring Definition and Purpose

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Title I, Part B, Subpart 3: Even Start Family Literacy Programs

Title I, Part C: Migrant Education

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk (N/D)

Title II, Part A: Teacher Quality

Title III: Limited English Proficiency

Title IV, Part A: Safe and Drug Free Schools

Title V, Part A: Innovative Programs

Title X, Part C: McKinney-Vento Homeless Education Assistance Act of 2001

The Idaho State Department of Education disseminates funds to districts and other eligible entities under NCLB. Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. It is the responsibility of the grant recipient (LEAs) to meet the requirements of all Titles funded under this Act, and the Idaho State Department of Education is charged with verifying that grantees comply with these federal requirements and are held accountable for using resources wisely. The methodology of the Idaho Department of Education monitoring team includes sampling; therefore, the monitoring process cannot produce an all-inclusive assessment of regulation indicators. The LEA is ultimately responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Just as important as the compliance monitoring, is the Department's intent to provide leadership and guidance to (LEAs) and schools through technical assistance and relationship building. Ultimately, Idaho's monitoring process serves as a means for helping LEAs achieve high-quality implementation of educational programs and to raise student achievement in Idaho.

II. Monitoring Process

A. Description of process

The State's monitoring plan includes a six-year cycle where each LEA is monitored onsite and through a desk review process. Monitoring outside of the scheduled cycle may be arranged as needed if an LEA is at risk of a serious or chronic compliance problem or has unresolved issues identified during the desk review or the onsite monitoring process.

B. Monitoring Preparation

On July 1, the SDE publishes, on its website, a tentative schedule identifying the districts to be monitored for the following school year. Monitoring staff, including SDE staff and Program Monitoring Support Contractors, identify dates and solidify the schedule by August. An official letter notification letter is mailed to the superintendent of each district identified for monitoring for the upcoming school year.

Two months prior to each visit, the SDE contacts the district with instructions on how to prepare for the visit.

Each LEA has a staff member who functions as a State contact person primarily responsible for information transmitted between the State and LEA, i.e. Federal Programs Director. Prior to the monitoring visit, the LEA submits specific documentation two weeks prior to the scheduled onsite review. This information assists the monitoring team members by providing background and context.

C. Onsite Monitoring

Monitoring teams, consisting of SDE staff and Program Monitoring Support contractors, conduct the onsite reviews. The size of the monitoring team varies depending on the size of the LEA and the number of federal programs monitored. Team members work together throughout the monitoring process, including planning, research, onsite review, interviews, debriefing, and report writing. The team lead is responsible for writing the Final Report and for any LEA follow-up. Onsite monitoring typically lasts 1– 4 days.

Activities during the Onsite Monitoring:

1. Entrance Conference

The Entrance Conference is attended by the superintendent, the federal programs director, and the business manager, and anyone else the superintendent would like present. The State team is introduced and expresses appreciation for the LEAs accommodations and for all the monitoring preparation. The Purpose and the Process of the visit are reviewed, and any last minute schedules changes, if necessary, are made at this time. Finally, the superintendent is given an opportunity to talk about the district's successes and challenges.

2. Monitoring Purpose

- The Idaho State Department of Education is charged with verifying that grantees comply with federal requirements under NCLB and are held accountable for using their monetary resources wisely. It is the responsibility of the grant recipient (LEAs) to meet the requirements of all Titles funded under this Act. Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Technical assistance offered through the monitoring process is another way in which districts receive a statewide system of support.

3. Monitoring Process

- **Verification of District Data:** Fiscal, policy, and procedure documents are reviewed, and the federal programs director and the business manager are interviewed.
- **Site Visits:** School visits are conducted.
 - **Personnel Interviews:** Interviews with district staff and schools (principal, teachers, paraprofessionals, and parents) are conducted for the purpose of verifying and gathering information.
 - **Document and information verification**

These multi-level monitoring strategies allow monitor team members to gather information from a variety of perspectives and better evaluate the impact of the LEA's administration in complying with NCLB regulations.

3. Exit Conference

Monitoring team members meet with the superintendent and the federal programs director and any other designated personnel to review the preliminary results, through an informal exit report of the monitoring visit. Commendations, recommendations, and findings are discussed during the exit conference and the superintendent is left with a written exit report.

Final Report

The Final Report is mailed to the LEA superintendent within 30 business days after the Exit Conference. The Final report contains recommendations and findings. The LEA is encouraged to respond to the recommendations, but any Findings must be corrected to the State's satisfaction. Corrective Action steps are outlined for each finding. This report is a formalized version of the exit report.

The State Team Lead writes this report and is responsible for the follow-up with the LEA.

Monitoring Report Response and Follow-up

The LEA submits to the State a written response to the Final Report within 30 business days. This response must include specific evidence of implementation of corrective actions for any findings and must be approved by the LEA's superintendent. **Failure to provide a written response within the required time frame may result in federal funding being withheld by the State until receipt of the response.** The LEA and State continue back and forth until which time the State Team Lead determines that the LEA has taken all necessary steps to ensure full compliance in the identified areas. Once this process is complete and the State is satisfied that all findings have been corrected, the State sends the LEA a final letter acknowledging that the LEA is in full compliance and the monitoring review is closed.

If the State identifies significant compliance issues with an LEA, it will work closely with that LEA to develop and implement plans for corrective action. In some instances, the State may determine that a follow-up monitoring visit is necessary to verify implementation of an LEA's actions resulting from its plan for correction.

Idaho NCLB Combined Title Program Monitoring

LEA Onsite Exit Report & Desk Review Tool – 2008-2009

Idaho Department of Education

LEA: _____

Date of Program Review: _____

LEA Contact: _____ Phone: _____

IDE Team Leader: _____ Phone: _____

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Note: Because the methodology of the Idaho Department of Education monitoring team includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Disclaimer: As an Exit Report document, the information found herein is in draft form and may or may not change when the Final Report is written.

Cross Program Areas – REQUIRED FOR ALL MONITORING

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Findings, Commendations, Comments
			Yes	No	NA	
CP-A	Expenditures are being maintained at the LEA for each Title area. Expenditures are for allowable and approved activities. Expenditures supplement/not supplant state and local funds. OMB A-87, OMB A-133	Required Documentation: <input type="checkbox"/> Provide detailed expenditure report for each title area being monitored, which shows date, vendor and amounts for current and prior year.				
CP-B	The LEA has conducted an audit of federal programs. Audit findings have been addressed, OMB A-133	<input type="checkbox"/> Findings page from district audits for last two years <input type="checkbox"/> Evidence of audit corrections				
CP-C	The LEA has a current inventory of any materials purchased with Title funds, 34 CFR 80.32 (d)(1) and (2) See Guidelines for specific requirements: http://www.sde.idaho.gov/site/nclb/program_monitoring.htm	<input type="checkbox"/> LEA maintains inventory record, which includes description of property, serial number, funding source, acquisition date, cost, location, condition, & disposition data <input type="checkbox"/> Evidence that physical check of inventory has been conducted w/in last two years and reconciled with inventory records				
CP-D	The LEA meets comparability requirements, NCLB 1113(c)(3), 1120A(c)(2), Title X-C Sec. 1032 B, 722 (g)(4) <ul style="list-style-type: none"> LEA receiving Title I-A funds reserves funds and provides comparable services for students who are homeless and do not attend participating schools, in local institutions for neglected children, and in local institutions for delinquent children LEA has filed with the SEA written assurance of the implementation of an LEA-wide salary schedule, policy to ensure equivalence among teachers, administrators, and other staff, policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies 	<input type="checkbox"/> Documentation of comparability calculations to include 1) Enrollment numbers as of October 1 and 2) list of FTE staff as of October 1 <input type="checkbox"/> Copy of Comparability Report sent to SDE				
CP-E	The LEA provides equitable access to facilities for after-school activities, clubs, etc. NCLB 9525	<input type="checkbox"/> Board adopted policy is in place and being implemented				
CP-F	The LEA provides access to student directory information to military recruiters upon request, NCLB 9528	<input type="checkbox"/> Board adopted policy is in place and being implemented				
CP-G	The LEA requires employees supported wholly by Federal funds to complete a semi-annual certification, OMB Circular A-87, Attachment B	<input type="checkbox"/> Required: Copies of semi-annual certifications- sample available at www.sde.idaho.gov/NCLB/programmonitor.asp <input type="checkbox"/> Copy of staff breakdown-available at www.sde.idaho.gov/NCLB/programmonitor.asp <input type="checkbox"/> Copy of master teaching schedule/class assignment including duty roster				

CP-H	The LEA requires employees supported in part by Federal funds to complete 'time and effort' reporting. This does not apply in Title IA buildings operating a schoolwide program, OMB Circular A-87, Attachment B	<input type="checkbox"/> Required: Copies of completed Time and Effort records –samples available at www.sde.idaho.gov/NCLB/programmonitor.asp AND <input type="checkbox"/> Current master teaching schedule/class assignment including duty roster for Title IA staff <input type="checkbox"/> Copy of staff breakdown – sample available at www.sde.idaho.gov/NCLB/programmonitor.asp				
CP-I	The LEA requires positive time reporting for all staff paid in part with federal funds, OMB 2 CFR Part 225 Appendix B 8.h.5	<input type="checkbox"/> Copy of LEA written policy on Personnel Activity Reports reflecting positive time reporting				
CP-J	LEA prohibits sexual harassment as a form of sexual discrimination and provides notification of available remedies, 34 CFR 106.8, 106.9	<input type="checkbox"/> Copy of governing board policy <input type="checkbox"/> Evidence of LEA's notification to students, parents, employees, which includes name and contact information for responsible compliance officer				
CP-K	All educational programs and activities operated by the LEA are made available to all qualified persons without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or disability, 34 CFR, Parts 100, 104, 106, 110; 28 CFR, Part 35	<input type="checkbox"/> Evidence that: 1. the LEA does not deny any person the opportunity to participate as a member of a planning or advisory committee in a discriminatory manner 2. the LEA obtains written assurance from each employer (work release programs, professional technical programs, etc.) that students will be accepted and assigned jobs without discrimination. 3. students participating in community-based programs are not discriminated against by employers or perspective employers-(504 policy) 4. the LEA has not entered into any agreement for the provision or support of apprenticeship training with a union or other sponsor that discriminates				
CP-L	The LEA ensures that all teachers in the district who are assigned to teach core subjects are Highly Qualified by the end of the 2005-06 school year, NCLB 1119(a).	<input type="checkbox"/> Master teaching schedule and licensure information for each school for the current school year <input type="checkbox"/> Professional development plans for those staff not HQ <input type="checkbox"/> IBEDS documentation <input type="checkbox"/> AMO for non-hq teacher(s)				

Title X McKinney-Vento Homeless Education – REQUIRED FOR ALL MONITORING

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Findings, commendations, Comments
			Yes	No	NA	
X-A	The LEA has designated a staff person as the liaison for homeless children and youths, to carry out the duties described in paragraph (6)(A) of Title X, Part	<input type="checkbox"/> Liaison Job Description <input type="checkbox"/> Evidence (trainings dates, agendas, sign-in sheets, etc.) that school personnel have				

	C, Sec. 1032, Subtitle B Sec. 722(g)(1)(j)(ii) and all schools, local service providers, and advocates are informed of the liaison's duties, the definition of homeless and Title X requirements	been informed of the office of Title X Homeless Education				
X-B	The LEA has a homeless policy for the purpose of removing enrollment and retention barriers of homeless children and youth; the policy includes assurance that homeless children and youth are not stigmatized or segregated and ensure that transportation is provided at the request of parent/guardian to and from the school of origin, Title X, Part C, Section 1032, Subtitle B, Section 722 (g)(1)(i)	<input type="checkbox"/> Copy of policy adopted by governing board				
X-C	The LEA has a procedure in place to identify school-age homeless children and youth and determine whether or not they are attending and succeeding in school, Title X Section 722(g)(6)(A)(ii)	<input type="checkbox"/> Evidence of identification procedures. <input type="checkbox"/> Process for data collection and reporting <input type="checkbox"/> Intake, reporting and other forms used to identify and track academic progress and attendance of homeless students				
X-D	Public notice of educational rights of homeless children and youth is disseminated by LEA in places where families and youth are likely to be present (e.g., schools, shelters, soup kitchens), and in comprehensible formats (e.g., in Spanish, geared for low literacy, or other community need). Title X Section 722(g)(6)(A)(v)	<input type="checkbox"/> Sample posters and brochures <input type="checkbox"/> List of locations where materials are posted Go to: http://www.sde.idaho.gov/site/homeless_edu/index.htm for <i>Information for the Parents and School-Aged Children</i> posters. See also <i>100 Frequently Asked Questions</i> under Misc Information				
X-E	The LEA has a process for the resolution of disagreements, including procedures for homeless families and youth to appeal school placement decisions made by the LEA, including written explanations, dispute resolution processes and provision of services during appeal process. Title X, Part C, Section 722(g)(3)(E)	<input type="checkbox"/> Written policies and sample letter explaining placement decisions. NOTE: Even if placement disputes have not occurred before, the LEA should have a written plan and procedures describing how to proceed in the event resolution/appeal is sought Go to: http://www.sde.idaho.gov/site/homeless_edu/index.htm for a sample Dispute Resolution Process				

Private Schools

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Findings, Commendations, Comments
			Yes	No	NA	
	Private School Participation (NCLB 1120)					
PS-A	The LEA has complied with the requirements for consultation with private school officials in a timely manner, NCLB 1120(b), 9501	<input type="checkbox"/> Copies of letters and communication sent to private schools <input type="checkbox"/> Copy of written affirmations signed by private school officials that consultation occurred				
PS-B	The LEA provided services to private schools students' and teachers in an equitable manner based on the needs of the private school desiring to participate, NCLB 1120(a), 5142(a), 9501	<input type="checkbox"/> Description of services provided to private schools <input type="checkbox"/> Review of selection process for Title IA services to private school students <input type="checkbox"/> Description of budgeting process used by district to ensure equitable access to services				
PS-C	The LEA provided opportunities for teachers of participating private schools to participate, on an equitable basis, in professional activities, NCLB 2122(b)(11), 5142 (a), 9501	<input type="checkbox"/> Documentation of private school teachers' participation in professional development activities				
PS-D	The LEA maintains records of its effort to resolve any complaints made by private school representatives, NCLB 9503	<input type="checkbox"/> Copy of complaint procedure <input type="checkbox"/> Evidence that complaint procedure has been shared with private schools <input type="checkbox"/> Documentation of communication with private schools regarding complaints				
PS-E	The LEA retains control of and includes an inventory of fixed assets for all equipment purchased with funds for private schools, NCLB 2122 (b)	<input type="checkbox"/> LEA inventory for each private school <input type="checkbox"/> Evidence of communication with private schools				
PS-F	Services provided to private school children were provided by employees of the LEA or contracted by the LEA, NCLB 1120(d)	<input type="checkbox"/> Contract of individual(s) providing services to private school children				

Title I-A Improving the Academic Achievement of the Disadvantaged

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Findings, Commendations, Comments
			Yes	No	NA	
	Parents Right-to-Know (NCLB 1111)					
IA-A	At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of students' classroom teachers. NCLB 1111(h)(6)(A)	<ul style="list-style-type: none"> • Samples of parent notification for each Title I-A building, in multiple languages as applicable. 				
IA-B	The LEA provides timely notice to parents of students in Title I-A served schools if the child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not Highly Qualified (as defined by NCLB), NCLB 1111(h)(6)(B)(ii)	<ul style="list-style-type: none"> • Samples of notification in multiple languages as applicable. 				
IA-C	<p>The LEA prepares and disseminates an annual School Accountability Report Card (SARC), which contains all required information, as identified in 1111(h)(1)(c), as well as the following:</p> <p>— in the case of the LEA, 1111(h)(2)(B)(i):</p> <ol style="list-style-type: none"> 1. number and percentage of schools identified for school improvement and how long the schools have been identified 2. information that shows how students served by the LEA achieved on the statewide academic assessment compared to students in the State as a whole; and <p>—in the case of the school, 1111(h)(2)(B)(ii)</p> <ol style="list-style-type: none"> 1. whether the school has been identified for school improvement 2. information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole 	<ul style="list-style-type: none"> • Evidence of LEA and school SARCs, which include all required information. See templates for: <ul style="list-style-type: none"> • Cover page information • AYP data • District data <p>at: http://www.sde.idaho.gov/site/educator_resources/report_cards.htm </p>				
	Schoolwide Program Criteria (NCLB 1114)					
IA-D	<p>School completes a year of planning in consultation with the LEA and/or state support team for Schoolwide plans/programs, including documentation that indicates development/revision and implementation of a schoolwide plan that meets the 10 component requirements:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school based on information which includes the achievement of children in 	<p>Required Documentation:</p> <ul style="list-style-type: none"> • Copy of Schoolwide plan addressing the 10 required components • Annual evaluation tool used for each schoolwide plan & evidence that each plan is annually reviewed 				

	<p>relation to the state academic content standards and the state student academic achievement standards described in NCLB 1111(b)(1)</p> <ul style="list-style-type: none"> ▪ Schoolwide reform strategies based on scientific research that strengthen the core academic program, increase the amount and quality of learning time and include strategies to address the needs of low-achieving students ▪ Instruction by Highly Qualified teachers, as defined by federal law ▪ High quality and on-going professional development for teachers, principals, instructional paraprofessionals, and if appropriate, pupil services personnel, parents and other staff in accordance with NCLB 1119 ▪ Strategies to attract Highly Qualified teachers to high-need schools ▪ Strategies to increase parental involvement, such as family literacy services in accordance with NCLB 1118 ▪ Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs ▪ Measures to include teachers in the decisions regarding the use of academic and other assessments to improve the achievement of individual students and the overall instructional program (e.g. using data to inform instruction); academic assessments described in NCLB 1111 to provide information on and to improve the achievement of individual students and the overall instructional program ▪ Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by NCLB 1111(b)(1) are provided with effective, timely additional assistance ▪ Coordination and integration of federal, state and local services and programs including all titles in NCLB, violence prevention, nutrition, and house programs, Head Start, adult education, vocational and technical education and job training NCLB 1114 (b)(1) 					
	Targeted Assistance Schools (NCLB 1115)					
IA-E	All children served by Title I in a	<input type="checkbox"/>	Targeting criteria used to			

	<p>Targeted assistance building are identified as failing, or most at risk of failing to meet the State's student academic achievement standards on the basis of multiple, educationally related, objective criteria. Homeless children are eligible for Title I regardless of their attendance in a Title I served building. NCLB 1115(b)</p>	<p>identify students for services</p> <p><input type="checkbox"/> Targeting List</p> <p>Leading Parent Questions:</p> <p>1. What kind of explanation were you given as to how your child was selected to receive Title 1 services?</p>				
IA-F	<p>Documentation supports the components of a Targeted Assistance School Program:</p> <ul style="list-style-type: none"> • Use of Title I resources to help participating children meet State's student academic achievement standards expected for all children; • Ensures that planning for students served is incorporated into existing school planning; • Use of effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school; • Coordinates and supports the regular education program, which may include assisting preschool children in the transition from early childhood programs like Head Start, Even Start, Early Reading First, or preschool programs to elementary school programs; • Provides instruction by highly qualified teachers; • Provides opportunities for professional development for teachers, principals, and paraprofessionals; • Provides strategies to increase parental involvement as described in section 1118, such as family literacy services; • Coordinates and integrates Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training; and • Reviews, on an ongoing basis, the progress of participating children and revise the program, if necessary, to provide additional assistance to enable children to meet the State's academic achievement standards, such as extended school year, before-and after-school, and summer programs and opportunities, training for teachers regarding how to 	<p>Required Documentation:</p> <p><input type="checkbox"/> Targeted Assistance plan for each applicable school addresses all components of a targeted assistance school program</p> <p><input type="checkbox"/> Annual evaluation tool used for TA plan</p> <p><input type="checkbox"/> Effective methods and instructional strategies based on scientifically based research include: extended learning time, such as extended school year, before and after school, and summer programs; an accelerated, high-quality curriculum, including applied learning; minimize removing children from the regular classroom during regular school hours for Title I instruction</p>				

	identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom, NCLB 1115, (c)(1-2)					
	LEA Review of School AYP Status					
IA-G	<ul style="list-style-type: none"> The LEA annually reviews the progress of each school to determine whether the school is making AYP, NCLB 1116(a)(1)(A-B) The LEA publicizes and disseminates to parents, teachers, principals, schools, and the community, the results of the local annual review so that the teachers, principals, other staff, and schools can continually refine, in an instructionally useful manner, the program of instruction to help all children served, NCLB 1116(a)(1)(C) 	<input type="checkbox"/> Review local annual review results <input type="checkbox"/> Description of dissemination process <input type="checkbox"/> Evidence of implementation, e.g. meeting minutes, training, monitoring etc.				
	Identification of Schools in Title I School Improvement Status (NCLB 1116)					
IA-H	The LEA provides all students enrolled in a school in improvement the option to transfer to another school in the LEA not in improvement status giving priority to the lowest achieving children from low income families 1116(b)(1)(E)	<input type="checkbox"/> Written plan for School Choice <input type="checkbox"/> Evidence of implementation				
IA-I	<p>The LEA promptly provides parents (in an understandable format and language parents can understand) of each student enrolled in a school identified for school improvement, corrective action or restructuring:</p> <ul style="list-style-type: none"> An explanation of what the identification means; how the school compares academically with other similar schools The reason for the identification An explanation of what the school is doing to address the problem of low achievement An explanation of what the LEA is doing to help the school address the achievement problem An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified An explanation of the parents' option to transfer their child to another public school not in improvement status within the LEA with transportation provided or to obtain SES 1116 (b)(6)(A-F) 	<input type="checkbox"/> Letters and/or communication sent to parents, in multiple languages as applicable Visit http://www.sde.idaho.gov/site/title_one/ and http://csi.boisestate.edu/improvement.htm for information on school improvement.				
IA-J	<p>The LEA ensures that each school identified for improvement has developed or revised a school plan that covers a two year period and:</p> <ul style="list-style-type: none"> Was developed in 	<input type="checkbox"/> Documentation of School Improvement planning process and plan that includes all requirements				

	<p>consultation with parents, community, LEA and outside experts;</p> <ul style="list-style-type: none"> • Meets the requirements outlined in 1116 (b)(3)(A)(i-x): <ul style="list-style-type: none"> - Incorporate strategies based on scientifically based research that will strengthen the core academic subjects and address the specific academic issue that caused the school to be identified for school improvement; - Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level of achievement on the State academic assessment; - Provide an assurance that the school will spend not less than 10 percent of the Title 1-A funds made available to the school each fiscal year for the purpose of providing the school's teachers and principal high-quality professional development that: <ul style="list-style-type: none"> • directly addresses the academic achievement problem that caused the school to be identified for school improvement; • meets the requirements for professional development activities; • is provided in a manner that affords increased opportunity for participating in that professional development. - Specify how the funds described in (3) will be used to remove the school from School Improvement status. - Establish specific annual, measurable objectives for continuous and substantial progress by each group of students that will allow all such groups of students to meet the State's proficient level of achievement on the State academic assessment; 					
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	<ul style="list-style-type: none"> - Describe how the school will provide written notice about the identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand; - Specify the responsibilities of the school, the local education agency, and the State education agency serving the school under the plan, including the technical assistance to be provided by the local education agency; - Include strategies to promote effective parental involvement in the school; - Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year, and; - Incorporate a teacher mentoring program. 				
IA-K	The LEA has a peer review process to review and approve the school plans. 1116 (b)(3)(E)	<input type="checkbox"/> Documentation of the LEA peer review process including timeline			
IA-L	<p>The LEA has a plan for technical assistance to schools in improvement status that includes:</p> <ul style="list-style-type: none"> • Data analysis; • Identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research; and • Analyzing and revising the school's budget so that the school's resources are more effectively allocated to student academic achievement activities, 1116(b)(4)(B)(i-iii) 	<input type="checkbox"/> Technical assistance plan includes required elements			
IA-M	<p>For each school failing to make adequate yearly progress by the end of the first full school year after identification, the LEA has arranged for the provision of supplemental educational services to eligible children in each school from a provider with a demonstrated record of effectiveness, that is selected by the parents and approved for that purpose by the State. 1116(e)(1) and (2)</p>	<input type="checkbox"/> Evidence that the LEA's responsibilities have been met: <ul style="list-style-type: none"> • Provide, at a minimum, annual notice to parents of the availability of services, the identity of approved providers in the area, and a brief description of the services, qualifications, and demonstrated effectiveness of each provider, and • Provide assistance to parents, if requested, in choosing an approved provider, and • Apply fair and equitable procedures for serving students if the number of spaces at approved providers 			

		<p>is not sufficient to serve all students</p> <ul style="list-style-type: none"> Not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents 				
IA-N	The LEA has set aside at least 10% of the school's Title I allocation for professional development 116(b)(3)(A)(iii)	<input type="checkbox"/> Financial records showing total expenditures for professional development as approved in the Budget Narrative				
	Identification of LEAs in Title I LEA Improvement Status (NCLB 1116)					
IA-O	<p>The LEA has a revised, not later than 3 months after identification, a district improvement plan in consultation with parents, school staff and others that:</p> <ul style="list-style-type: none"> Incorporates scientifically based research strategies that strengthen the core academic program Identifies actions that have the greatest likelihood of improving the achievement of participating children Addresses the professional development needs of the instructional staff by committing to spend not less than 10% of the Title I funds Includes specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data Addresses the fundamental teaching and learning needs in the schools and the specific academic problems of low-achieving students, including a determination of why the LEA's prior plan failed to bring about the increased student achievement Specifies the responsibilities of the SEA and LEA including the technical assistance to be provided by the SEA Includes strategies to promote effective parental involvement in school, NCLB 116(c)(7)(A)(i-viii) 	<input type="checkbox"/> Revised CIP on file at the State Department with all of the required elements				
	Parental Involvement (NCLB, 1118)					
IA-P	The LEA written parent involvement policy is developed with the parents, agreed upon by the parents, and disseminated to parents of Title I and Migrant participating students, NCLB 118 (a)	<input type="checkbox"/> Copy of policy <input type="checkbox"/> Evidence of parent involvement such as: notification of meetings, list of attendees, minutes of meetings, agendas <input type="checkbox"/> Evidence that the policy was distributed to parents				
IA-Q	The LEA written parent involvement policy contains all of the required elements; policy is reviewed annually with input from parents, 118 (a)(2)(E)	<input type="checkbox"/> Copy of the LEA parent involvement policy with all the required elements <input type="checkbox"/> Evidence of annual review process taking place				

IA-R	Each school building has a parent involvement policy (plan) 1118(b). The plan is made available to the local community and is updated periodically, NCLB 1118 (b)	<input type="checkbox"/> Copy of building parent involvement plan with all the required components <input type="checkbox"/> Evidence of dissemination to parents and community <input type="checkbox"/> Evidence of review process taking place				
IA-S	The LEA reserves no less than 1% of its Title I-A allocation (if over \$500,000) for parental involvement activities, incl. promoting family literacy and parenting skills, NCLB 1118(a)(3)(A)	<input type="checkbox"/> Con Plan <input type="checkbox"/> Evidence that funds are used to promote parent involvement <input type="checkbox"/> Title I-A set aside and budget pages <input type="checkbox"/> Verification that 95% of the 1% of LEA's Title IA allocation is distributed to schools for parent involvement activities				
IA-T	An annual meeting is convened to inform Title I and Migrant parents of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved, NCLB 1118 (c).	<input type="checkbox"/> Description of annual review process and timeline <input type="checkbox"/> Evidence of process such as: announcements, meeting agenda, sign in sheet Leading Parent Questions: 1. How were you notified that your child was eligible for Title 1 services?				
IA-U	Each Title I school develops, in partnership with Title I and Migrant parents, a school parent compact. School distributes compact to parents annually, NCLB 1118 (d)	<input type="checkbox"/> Description of annual review process and timeline <input type="checkbox"/> Evidence of annual distribution Leading parent/paraprofessional/teacher questions: 1. How are parents involved in the development of the school parent compact?				
IA-V	Assistance, materials, and training have been provided specifically to Title I-A and Migrant parents to help build capacity for their involvement, NCLB 1118 (e)	<input type="checkbox"/> Description and timeline of activities including copies of materials, training agendas, etc Leading question: How do the LEA/schools build parent capacity?				
	Qualifications for Teachers and Paraprofessionals (NCLB 1119)					
IA-W	The LEA ensures that all core academic subject teachers who teach in a Title I SW or are paid from Title I funds in a TA program are highly qualified, NCLB 1119 (a)	<input type="checkbox"/> Schedule and licensure for sampling of teachers – regardless of funding source				
IA-X	The LEA ensures that all instructional paraprofessionals, who work in a Title I SW or are paid from Title I funds in a TA program are highly qualified at the time they were hired, NCLB 1119 (c)	<input type="checkbox"/> SW: List of all para-professionals with documentation of how and when HQ status achieved – regardless of funding source. <input type="checkbox"/> TA: List of all para-professionals, paid in whole or part with Title I-A funds, with documentation of how and when HQ status achieved				
IA-Y	The principal of a Title I school attests, annually, in writing, to the highly qualified teacher and instructional paraprofessional requirements, NCLB1119 (i).	<input type="checkbox"/> Copies of written attestations at both LEA and school				
	Duties of paraprofessionals (1119)					

IA-Z	Title IA paraprofessionals are assigned and provide duties consistent with Federal regulations, NCLB 1119(g)(2)(A-G)	<input type="checkbox"/> Interview paraprofessionals				
IA-aa	Instructional Paraprofessionals must be under the direct supervision of a highly qualified teacher, NCLB 1119 (g)(3)(A)	<input type="checkbox"/> Paraprofessional schedule including where instruction is provided and the HQ instructor supervising during each instructional session				
IA-bb	Paraprofessionals may assume limited duties that are assigned to similar personnel who are not working in a Title IA program, NCLB 1119(g)(3)(B)	<input type="checkbox"/> Schedule for all building paraprofessionals <input type="checkbox"/> Interview				

Title I-C Migrant Education

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Findings, Commendations, Comments
			Yes	No	NA	
	Parent Involvement					
IC-A	District and regional parent advisory councils (PACs) fulfill their responsibilities: <ul style="list-style-type: none"> • Establish migrant education program goals, objectives, and priorities • Review annual needs assessments, program activities for each school, and individualized education programs • Advise on the selection, development, and reassignment of migrant education program staff • Actively involved in the planning and negotiating of program applications for regular and summer school, 1304(c)(3) and 1306(a)(B)(ii) 	<input type="checkbox"/> List of PAC members <input type="checkbox"/> Notices of meetings, bulletins, and correspondence in English and Spanish <input type="checkbox"/> Agenda of PAC meetings in English and Spanish <input type="checkbox"/> Minutes of PAC meetings in English and Spanish <input type="checkbox"/> Sign-in/attendance list of PAC members <input type="checkbox"/> Copy of Needs Assessment				
	Title IC Services					
IC-B	The Regional Migrant Education Coordinator provides technical assistance to LEAs according to the memorandum of understanding, 1304(b),(c)	<input type="checkbox"/> Copy of MOU between SDE and the district <input type="checkbox"/> Agendas and sign-in sheets of trainings <input type="checkbox"/> Regional meeting minutes				
IC-C	District identifies the educational and support needs of migrant children, 1306(a)	<input type="checkbox"/> Evidence of the progress the MEP made in terms of attaining its goals and objectives <input type="checkbox"/> Educational context in which the MEP operates <input type="checkbox"/> Demographic characteristics of the eligible migrant families and children that reside in the district <input type="checkbox"/> Program's organizational structure and staffing <input type="checkbox"/> Comprehensive Plan for identification and recruitment of eligible migrant children <input type="checkbox"/> Quality control procedures to ensure the accuracy of student eligibility determinations				
IC-D	The LEA measures migrant student progress against the desired outcomes of the migrant education program and state academic content standards, 1304(b) and 1306(a)(C)	<input type="checkbox"/> Continuous Improvement Plan <input type="checkbox"/> Accommodation records <input type="checkbox"/> AYP data-sampling of students <input type="checkbox"/> School Improvement Plan				
IC-E	The LEA identifies and addresses the needs of migrant children in coordination with other categorical programs, 1304(b)(1)	<input type="checkbox"/> LEA needs assessment <input type="checkbox"/> Continuous Improvement Plan <input type="checkbox"/> School Improvement Plan				

IC-F	The LEA provides migrant children the opportunity to meet state academic content and achievement standards, 1301, 1304(b)(2), 1306(a)(1)(C)	<input type="checkbox"/> Migrant program goals and objectives-CIP tool <input type="checkbox"/> List of migrant students in Title 1 program <input type="checkbox"/> List of migrant students in migrant program <input type="checkbox"/> List of migrant students receiving program services including interventions and any other academically related programs				
IC-G	The LEA provides educational continuity for migrant students through the timely transfer of educational and health records, 1304(b)(3)	<input type="checkbox"/> Samples of migrant student cumulative files <input type="checkbox"/> Copy of district record/transfer request form				
Identification and Recruitment						
IC-H	The LEA monitors the eligibility requirements of children and youths enrolled in the Migrant Education Program, 1309(2)	<input type="checkbox"/> Evidence of a sampling of Certificate of Eligibility (COE) <input type="checkbox"/> Copy of ID & R manual <input type="checkbox"/> Evidence of ID & R training <input type="checkbox"/> Evidence of quality control				
Funding						
IC-I	The LEA uses migrant education funds only for allowable activities and equipment, 1304(c)(1)(A), 1304(c)(6), 1306(b)	<input type="checkbox"/> Records of expenditures for staff, materials, and equipment <input type="checkbox"/> Identification and recruitment support service logs <input type="checkbox"/> Evidence of support services provided to migrant families				
IC-J	Title IC funded staff work with Title IC students, paraprofessionals, teachers, recruiters, and home liaisons, 1304(c)(1), 1304(c)(7)	<input type="checkbox"/> Copy of time and effort records of multi-funded staff <input type="checkbox"/> Monthly payroll documentation <input type="checkbox"/> Copies of job descriptions, staff roster, assignments, duties, number of migrant students served <input type="checkbox"/> Copy of building master schedule				
Staffing and Professional Development						
IC-K	The LEA provides professional development programs and support for administrators, teachers, paraprofessionals, and other program staff specific to meeting the needs of migrant students, 1304(c)(6)(B)	<input type="checkbox"/> Staff portfolio samples <input type="checkbox"/> District professional development calendar <input type="checkbox"/> Agendas and sign-in sheets for trainings				
IC-L	Paraprofessionals with instructional duties who are paid with Title IC funds must meet the education qualifications requirement of section 1119	<input type="checkbox"/> Evidence of AA degree or equivalent OR <input type="checkbox"/> Evidence of passing Praxis				
IC-M	Paraprofessionals assigned to programs supported by Title IC funds provide instructional service only under the direct supervision of a highly qualified teacher, 1119(g)(3)(A)	<input type="checkbox"/> Documentation of the paraprofessional position, collaborative meetings, and supervision				

Interview	Observation
<input type="checkbox"/> PAC members <input type="checkbox"/> Program administrators <input type="checkbox"/> Other LEA staff involved with PACs <input type="checkbox"/> Paraprofessional <input type="checkbox"/> Classroom teachers <input type="checkbox"/> Parents <input type="checkbox"/> Identification and recruitment staff <input type="checkbox"/> Migrant program staff <input type="checkbox"/> Migrant students <input type="checkbox"/> Other	<input type="checkbox"/> PAC meeting <input type="checkbox"/> Classroom instruction <input type="checkbox"/> Family visit <input type="checkbox"/> Migrant program services <input type="checkbox"/> Migrant meeting or training

NOTES:

Title II-A Improving Teacher and Principal Quality

Indicator ID	Indicator	Examples of Supporting Documentation; Leading Questions	Compliance Status			Findings, Commendations, Comments
			Yes	No	NA	
	Local Plan Contents (NCLB 2122)					
IIA-A	Funds have been targeted to schools that have the lowest proportion of highly qualified teachers, are identified for school improvement, or have the largest class size under Title I, NCLB, 1116 (b); 2122(b)(3)	<input type="checkbox"/> LEA data <input type="checkbox"/> Consolidated plan				
IIA-B	Needs assessment was conducted with the involvement of teachers, including Title I-A teachers, and takes into account activities that give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers provide students with the opportunity to meet academic achievement, NCLB 2122 (c)	<input type="checkbox"/> Copy of local needs assessment that considers professional development and hiring needs to improve student achievement <input type="checkbox"/> List of teachers included in developing needs assessment <input type="checkbox"/> Description of the results of the needs assessment <input type="checkbox"/> Evidence of impact based on identified needs Leading Principal questions: 1. What role did you play in the needs assessment process? 2. How does the professional development at your school relate to the needs assessment?				
IIA-C	LEA has a professional development plan, NCLB 2122(a) and (b)	<input type="checkbox"/> Copy of plan				
IIA-D	Professional development plan includes a description of how teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in planning Title II-A funded activities, NCLB 2122(b)(7)	<input type="checkbox"/> Brief description of planning process and persons involved <input type="checkbox"/> List of participants who helped develop the plan <input type="checkbox"/> Evidence of Implementation Leading Principal/teacher/paraprofessional questions: 1. To what extent were you involved in the collaboration of the professional development plan?				
IIA-E	Plan describes how activities carried out by the LEA will be aligned with state academic content standards and assessments, and student academic achievement standards, and the curricula and programs tied to these standards, NCLB 2122(b)(1)(A)	<input type="checkbox"/> Matrix aligning professional development activities to state content standards and assessments, to student achievement standards, and to curricula tied to these standards				
IIA-F	Plan describes how the professional development activities are based on scientifically based research and explain why the activities are expected to improve student academic achievement, NCLB 2122(b)(1)(B)	<input type="checkbox"/> List of professional development activities and research supporting how each is expected to improve student achievement				
IIA-G	Plan describes how professional development activities have a measurable and positive impact on student academic achievement in the classroom	<input type="checkbox"/> Professional development training schedule and agendas <input type="checkbox"/> Sign in logs from meetings				

	and are used as part of a broader strategy to eliminate the achievement gap separating low-income and minority students from other students, NCLB 2122(b)(2)	<input type="checkbox"/> Meeting notes from professional development activities <input type="checkbox"/> Evidence of method used to determine extent to which the activities have had an impact on student achievement <input type="checkbox"/> Data results and evidence of impact Leading LEA questions: 1. To what extent does the LEA consider gaps in achievement that may separate low-income and minority students from other students when planning and implementing Title II-A and other professional development activities?				
IIA-H	Plan describes how professional development activities will be coordinated with activities provided through other Federal, state and local programs, NCLB 2122(b)(4)	<input type="checkbox"/> Consolidated Plan Leading LEA/principal questions: 1. How are decisions made about the activities to be supported by Title II-A funds?				
IIA-I	Plan describes how the LEA will ensure that the professional development needs of teachers and principals will be met, NCLB 2122(b)(5)	<input type="checkbox"/> Description of professional development activities compared to needs assessment <input type="checkbox"/> Evidence of impact Leading LEA/principal questions: 1. How is the effectiveness of the professional development program evaluated?				
IIA-J	Plan addresses professional development training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior, involve parents in their child's education, understand and use data and assessments to improve classroom practice, NCLB 2122(b)(9)	<input type="checkbox"/> List of professional development training activities & attendance or sign-in sheets <input type="checkbox"/> Evidence of implementation <input type="checkbox"/> Evidence of teacher training to address how to involve parents in their children's education <input type="checkbox"/> Evidence of how data and assessment trainings are used to improve classroom practice and student learning				
IIA-K	Plan describes how LEA will use funds to meet requirements of section 1119 (highly qualified teachers and paraprofessionals), NCLB 2122(b)(10)	<input type="checkbox"/> Licensure data for teachers and paraprofessionals indicating highly qualified status <input type="checkbox"/> Evidence of measurable objectives to meet 100% hq goal <input type="checkbox"/> Professional development plans for those staff not HQ Leading LEA questions: 1. What plans have been developed to increase the percentage of classes taught by highly qualified teachers? 2. How is the LEA increasing the percentage of teachers who are receiving high quality professional development? 3. Evidence that the LEA publicly reports its progress toward meeting its annual measurable objectives for increasing the percentage of classes taught by highly qualified teachers				
IIA-L	Assurance that the LEA will comply with section 9501(private school participation), NCLB 2122(b)(11)	<input type="checkbox"/> Evidence the LEA has consulted with private school(s) regarding equitable participation <input type="checkbox"/> Evidence indicating how funds				

		for each private school was calculated				
	Local use of Funds (NCLB 2123)					
IIA-M	All teachers whose salaries are paid from Title II-A funds for class size reduction are highly qualified to teach in the areas to which they have been assigned, NCLB 2123(a)(2)(B).	<input type="checkbox"/> Class size reduction form (available at http://www.sde.idaho.gov/site/nclb/program_monitoring.htm)				
IIA-N	Funds received must be used to supplement, not supplant, non-Federal funds that would otherwise be used for authorized activities, NCLB 2123 (b)	<input type="checkbox"/> Consolidated Plan <input type="checkbox"/> Interviews				

Title III Language English Proficient (LEP)

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Findings, Commendations, Comments
			Yes	No	NA	
	Parent Notification and Involvement					
III-A	Parents, staff, and community members participate in developing, implementing, and evaluating the limited English proficient program, 3303(e)(1)	<input type="checkbox"/> Evidence of meeting notifications and agendas <input type="checkbox"/> District parental involvement policy related to LEP <input type="checkbox"/> Documentation of specific parent involvement programs including list of parents involved <input type="checkbox"/> Other samples of parent communications in languages other than English translated to the extent practicable				
III-B	An LEA that has not made progress on AMAOs informs parents of LEP students of such status within 30 days, 3302(b)	<input type="checkbox"/> Copy of letter sent to parents if LEA and/or child fails to make AMAOs or adequate progress				
III-C	The parents of LEP students who did not make adequate progress, are notified by the LEA within a timely manner of receiving such notice, 3302(e)(1)(B)(iii)	<input type="checkbox"/> Sample of letter informing parents that their child did not make adequate progress				
III-D	Parents have been informed of their child's placement into a language development program according to section 3302 and how they can participate in their child's education and English language development	<input type="checkbox"/> Sample letter of notification to parents of program placement and parents right to know <input type="checkbox"/> Copy of parents' notification to LEA to waive services				
	Identification and Placement					
III-E	The district has properly identified, assessed, and reported all students who have primary home language other than English, 3127, Title VI Office of Civil Rights	<input type="checkbox"/> LEA process for identifying, assessing and reporting for home language information <input type="checkbox"/> Home language surveys in student files				
III-F	Based on assessment results, students with limited English proficiency have been placed in the appropriate program, 3127, Title VI Office of Civil Rights, 3302	<input type="checkbox"/> ELL placement test in student's file <input type="checkbox"/> IELA scores <input type="checkbox"/> Documentation of teacher recommendations <input type="checkbox"/> Sampling of ELPs <input type="checkbox"/> Notification of placement into LEP program sent to parents in a language they understand <input type="checkbox"/> Documentation that all students identified for LEP program are placed within 30 days of registration and within two weeks of arrival if within the school year				

	Funding					
III-G	The LEA uses Title III funds only for allowable activities and equipment, 3115	<input type="checkbox"/> Copy of randomly selected purchase orders – double signed <input type="checkbox"/> Records of expenditures for staff, materials, and equipment <input type="checkbox"/> Assurance that no more than 2% of funds are used for administrative purposes				
III-H	Title III funded staff work with Title III students, paraprofessionals, and teachers, 3115	<input type="checkbox"/> Copy of time and effort records of multi-funded staff <input type="checkbox"/> Review of monthly payroll documentation <input type="checkbox"/> Copies of job descriptions, staff roster, assignments, duties, number of migrant students served <input type="checkbox"/> Copy of building master schedule				
	Standards, Assessment, and Accountability					
III-I	The LEA demonstrates that the LEP programs produce, within a reasonable period of time, the English-language proficiency comparable to that of average native speakers of English in the district, 3121	<input type="checkbox"/> Description of how the LEA's evaluation procedure involves district and site staff in determining possible program improvements <input type="checkbox"/> IELA scores <input type="checkbox"/> Longitudinal data on linguistic proficiency of current and former LEP students <input type="checkbox"/> District LEP plan				
III-J	The LEA demonstrates that the LEP programs produce academic results indicating that English language learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English, 3121	<input type="checkbox"/> LEP plan <input type="checkbox"/> ISAT scores <input type="checkbox"/> Sample of grades and/or progress reports <input type="checkbox"/> Longitudinal data on academic achievement of LEP students <input type="checkbox"/> Description of how the LEA's evaluation procedure involves district and site staff in determining possible program improvements				
III-K	The LEA monitors for a minimum of two years, the progress of students exited from the program to ensure correct classification, placement, and additional support if needed, 3121(a)(4), 3127	<input type="checkbox"/> List of exited students <input type="checkbox"/> Documentation verifying that student transitions have met the LEA criteria for exiting the program <input type="checkbox"/> Student cum file <input type="checkbox"/> Monitoring forms				
III-L	The LEA ensures that LEP students meet challenging state academic achievement standards and State academic content standards expected of all students, 3115	<input type="checkbox"/> IELA data <input type="checkbox"/> ISAT data <input type="checkbox"/> Student report cards <input type="checkbox"/> IRI scores <input type="checkbox"/> DWA, DMA data				

	Staffing and Professional Development					
III-M	The LEA provides professional development programs and support for administrators, teachers, paraprofessionals, and other program staff specific to meeting the needs of LEP students, 1304(c)(6)(B)	<input type="checkbox"/>	Staff portfolio samples			
		<input type="checkbox"/>	District professional development calendar			
		<input type="checkbox"/>	Agendas and sign-in sheets for trainings			
III-N	Paraprofessionals with instructional duties who are paid with Title III funds must meet the education qualifications requirement of section 1119	<input type="checkbox"/>	Evidence of AA degree or equivalent OR			
		<input type="checkbox"/>	Evidence of passing Praxis			
III-O	Paraprofessionals assigned to programs supported by Title III funds provide instructional service only under the direct supervision of a highly qualified teacher, 1119(g)(3)(A)	<input type="checkbox"/>	Documentation of the paraprofessional position, collaborative meetings, and supervision			
III-P	Teachers assigned to provide English language development or access to core curriculum instruction for ELLs are appropriately authorized or actively in training for a bilingual or ESL certification, 1119	<input type="checkbox"/>	University transcripts			
		<input type="checkbox"/>	District trainings			
		<input type="checkbox"/>	Bilingual or ESL endorsement certificate			
	Title III Services					
III-Q	Each student identified for the LEP program receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible, 3115(c)(1)	<input type="checkbox"/>	ESL or bilingual Ed. curriculum/course descriptions			
		<input type="checkbox"/>	Class lists, daily schedules, or master schedule			
		<input type="checkbox"/>	Student records (including assessment data, ISAT and Idaho English Language Assessment-IELA) for selected students			
		<input type="checkbox"/>	ELP (Educational Learning Plan) for LEP students receiving any accommodations in the classroom)			
		<input type="checkbox"/>	IEPs for special education LEP students			
III-R	Academic instruction for English learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time, 3121(a)(2)	<input type="checkbox"/>	Grade level course descriptions			
		<input type="checkbox"/>	Class lists, daily schedules, or master schedule			
		<input type="checkbox"/>	Student records (including assessment data, ISAT and Idaho English Language Assessment-IELA) for selected students			
		<input type="checkbox"/>	ELP (Educational Learning Plan) for LEP students receiving any accommodations in the classroom)			
		<input type="checkbox"/>	IEPs for special education LEP students			

Interview	Observation
<input type="checkbox"/> Program administrators <input type="checkbox"/> Other LEA staff <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> LEP classroom teachers <input type="checkbox"/> Parents <input type="checkbox"/> Identification and placement staff <input type="checkbox"/> LEP program staff <input type="checkbox"/> LEP students <input type="checkbox"/> Other	<input type="checkbox"/> Classroom instruction <input type="checkbox"/> Family visit <input type="checkbox"/> LEP program services <input type="checkbox"/> LEP meeting or training

Notes:

Title IV-A 21st Century Schools Safe and Drug Free Schools and Communities

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Findings, Commendations, Comments
			Yes	No	NA	
	Local Educational Agency Program (NCLB 4114)					
IVA-A	The LEA assures that all schools being served have a plan for keeping schools safe and drug-free and that plan includes a school discipline policy that prohibits disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by student, 4114(d)(7)(A), 4114(c)(1)(B), 4115(a)(2)(A)	<input type="checkbox"/> Copy of plan that includes a school discipline policy with required components including addressing cyber bullying <input type="checkbox"/> The Plan is updated and current <input type="checkbox"/> Visit http://www.sde.idaho.gov/site/safe_drugfree/index.htm for more information				
IVA-B	The LEA assures that all schools being served have a plan for keeping schools safe and drug-free and that plan includes a crisis management plan for responding to violent or traumatic incidents on school grounds, 4114(d)(7)(D)	<input type="checkbox"/> Copy of crisis management plan (emergency operations plan)				
	Authorized Activities (NCLB 4115)					
IVA-C	Program or activities are based on an analysis of the data including the prevalence of risk factors as well as protective factors, 4115(a)(1)(A) and (D)	<input type="checkbox"/> Copy of data used in determining activities <input type="checkbox"/> Copy of incident tracking reports and LEA specific survey Leading question: What data is used to plan program activities?				
IVA-D	Program or activities are based on scientifically based research that provides evidence of reducing violence and illegal drug use, 4115(a)(1)(C)	<input type="checkbox"/> Copy of matrix of programs (blueprint matrix form) <input type="checkbox"/> List of program activities and scientifically based research supporting how each is expected to reduce violence and illegal drug use Leading question: How do you know that the strategies are working?				
IVA-E	LEA uses funds to foster a safe and drug-free learning environment that supports academic achievement, 4115(b)(1)(A)	<input type="checkbox"/> Expenditure report reflects use of funds for activities to foster a safe and drug-free learning environment				
IVA-F	LEA uses funds designed to prevent or reduce violence, as in the use, possession and distribution of illegal drugs, 4115(b)(1)(C)	<input type="checkbox"/> Expenditure report reflects use of funds for activities and programs that prevent or reduce violence <input type="checkbox"/> Comparison of Budget Summary Sheet (Form 13) to LEA budget <input type="checkbox"/> Evidence that program activities supplement and do not supplant Leading question: Is the LEA on track to stick to its budget?				
	Parental and Community Involvement					
IVA-G	Program activities include	<input type="checkbox"/> Meeting agenda/minutes for				

	meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program activities, 4115(a)(1)(E)	<input type="checkbox"/> parental involvement during the application development phase as well as for the administration of program activities <input type="checkbox"/> Sign-in/attendance lists indicating parent attendance				
IVA-H	The LEA uses funds for activities to promote parent involvement, promote coordination with community groups, and distribute information about the LEA's needs, goals, and programs, 4115(b)(1)(D)	<input type="checkbox"/> Expenditure report reflects use of funds for activities that promote parent involvement, coordination with community groups, and distribution of program information <input type="checkbox"/> Evidence of activities				
IVA-I	LEA conducts timely and meaningful consultations (District Advisory Board) with diverse representatives on an ongoing basis regarding how best to coordinate activities, 4114(c)(1)(A) and (B)	<input type="checkbox"/> Evidence of representatives: state and local government, school personnel (including private schools), i.e. teachers, <u>parents</u> , students, community-based organizations, and others with relevant expertise in drug and violence prevention activities, and <input type="checkbox"/> Meeting agenda(s) and minutes (recommend 3 times/year), and <input type="checkbox"/> Timeline for future meeting dates <input type="checkbox"/> Sign-in sheet/attendance list				

Title V-A Innovative Education

Item Number	Item	Examples of Supporting Documentation	Compliance Status			Findings, Commendations, Comments
			Yes	No	NA	
	Local Use of Funds (NCLB 5131)					
VA-A	The projects and activities that the LEA implements are: <ul style="list-style-type: none"> • Tied to promoting challenging academic achievement; • Used to improve student academic achievement; • Part of an overall education reform strategy. NCLB 5131 (b) 	<input type="checkbox"/> CIP Plan <input type="checkbox"/> Evidence of Implementation				
	Contents of Plan (NCLB 5133)					
VA-B	Provision for systematic consultation with parents of children attending elementary and secondary schools, teachers, and administrative personnel, with other appropriate groups for example, librarians, school counselors and other pupil services personnel. NCLB 5133(b)	<input type="checkbox"/> Dated meeting agendas <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Approved minutes with recommendations and actions taken				
VA-C	The LEA annually evaluates its Title V-A programs to help make decisions about appropriate changes in programs for the subsequent year. NCLB 5133(b)	<input type="checkbox"/> Evaluation report is entered into the Consolidated Plan <input type="checkbox"/> Evaluation results				

Onsite and Desk Review Tool for Federal Program Monitoring Document Submission Requirements

District Requirements for submitting documents in hardcopy format :

1. Use a separate 3 ring binder for each Title Program
 - For each binder, provide a cover page listing contact information for the superintendent, federal programs director, and the business manager
2. Use a 3 ring binder for the Cross Program Areas
 - In the Cross Programs Areas binder, include budget documents for the current year and have the previous year available during the review
 - In the Cross Programs Areas binder, include Expenditure reports for the current year and have the previous year available during the review
3. For each Title indicator, include the requested supporting documentation
4. In the Title I binder, Include a landscaped copy of the *Selection and Funding of Eligible Title I-A Schools* report from the Ciptool
5. Include a copy of the Schoolwide or Targeted Assistance plan for each applicable school
6. For each binder, use the Monitoring Tool as a guide and insert dividers (provided as "Document Organization Dividers") to separate each "indicator" and include your supporting documentation behind each divider
7. Keep documentation in the same order as it is listed on the Monitoring Tool
8. Do not staple
9. Mail the materials to the State Department of Education; **materials must be received two weeks prior to the review** (contact information below)

District Requirements for submitting documents in disk format :

1. Following the instructions above, copy all materials onto a disk.
2. Submit two disks to the State Department of Education; **materials must be received two weeks prior to the review** (contact information below)

Please direct all questions regarding these instructions and monitoring preparation in general to Karen Seay.

Karen Seay
Program Monitoring Coordinator
State Department of Education
PO Box 83720
Boise ID 83720-0027
208.332.6978
kjseay@sde.idaho.gov

This form and other monitoring documents may be accessed at
http://www.sde.idaho.gov/site/nclb/program_monitoring.htm